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ABSTRACT

THE ADULT EDUCATION PROJECT, CONDUCTED FOR FOUR YEARS AT WHAT IS NOW THE VIGO COUNTY PUBLIC LIBRARY, TERRE HAUTE, INDIANA, WAS AN ATTEMPT TO DISCOVER WHAT COULD BE DONE TO IMPROVE A COMMUNITY'S INFORMAL ADULT EDUCATION PROGRAMS BY ADDING A DOCTORATE-LEVEL ADULT EDUCATOR TO THE STAFF OF THE PUBLIC LIBRARY AND BY MAKING HIS SERVICES AVAILABLE TO THE PUBLIC. THIS REPORT DRAWS OUT SIGNIFICANT EXAMPLES OF WHAT HAPPENED, SUMMARIZES THE MAJOR RESULTS OF THE PROGRAM, AND SUGGESTS FUTURE COURSES OF ACTION AT THE VIGO COUNTY PUBLIC LIBRARY. IT IS GENERALLY CONCLUDED THAT THE INFORMAL ADULT EDUCATION ACTIVITIES IN THE TERRE HAUTE AREA HAVE BEEN EXPANDED AND IMPROVED AS A RESULT OF THE PROJECT, AND TO A LESSER EXTENT FORMAL PROGRAMS HAVE ALSO BEEN IMPROVED. SPECIFIC RECOMMENDATIONS COVER: (1) CONTINUING EFFORTS TO DETERMINE THE NATURE OF AND FUTURE COURSE FOR THE LIBRARY'S ADULT EDUCATION PROGRAM, (2) DETERMINING OBJECTIVES OF THE LIBRARY, (3) INCREASED MEASUREMENT OF THE EFFECTIVENESS OF THE ADULT EDUCATION PROGRAM, (4) CONTINUED DISSEMINATION OF SUGGESTIONS AND PROGRAM TRAINING FOR INDIVIDUALS AND GROUPS IN THE COMMUNITY AND LIBRARY STAFF MEMBERS, (5) RE-EXAMINATION OF THE OBJECTIVES OF THE GROUP SERVICES DEPARTMENT, AND (6) THE ACQUISITION OF THE SERVICES OF ANOTHER PROFESSIONAL ADULT EDUCATOR. APPENDED IS AN EVALUATION OF THE ADULT EDUCATION PROJECT BY HELEN D. LYMAN. (AUTHOR/JB)

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SEEDS OF CHANGE

A REPORT AND EVALUATION OF A FOUR-YEAR ADULT EDUCATION PROJECT IN THE VIGO COUNTY PUBLIC LIBRARY

Dr. E. Theodore Warren

Vigo County Public Library
Terre Haute, Indiana

November, 1969

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INTRODUCTION

The Adult Education Project conducted for four years at what is now the Vigo County Public Library, Terre Haute, Indiana, was an attempt to discover what could be done to improve a community's informal adult education programs by adding a doctorate-level adult educator to the staff of the public library and by making his services available to the public. This report does not pretend to record all that happened during those four years. It is an attempt to draw out significant examples of what happened, to summarize the major results of the program, and to suggest future courses of action at a particular public library in a way that will be useful and stimulating to those on the library's staff and to other readers of the report.

Some definitions are in order. In this report, "Adult Education" will refer to "planned, systematic efforts to change human behavior through the use of educational methods and techniques." The changes that result from such efforts may be large or small, significant or insignificant. It should be noted that this kind of definition includes in "human behavior" the human thought processes. This means that, for instance, the learning of a new fact is considered to be a "change in behavior." "Behavioral changes" are commonly grouped into three areas: knowledge, skills, and attitudes. Obviously, these are often interrelated.

The literature of library adult education and of adult education is filled with attempts to define what should or should not be included in the meaning of these two terms. Perhaps it would be wise to define the field in broad terms and then to give attention to the question of whether or not a given program is significant, rather than to the question of whether or not it is "adult education."

"Library adult education" will refer to "those adult education programs and services that are planned and conducted by libraries, or co-ordinated through libraries." "Programs" will refer to "one or more organized, systematic learning experiences provided for a group of learners." "Informal adult education programs" refers to "those adult education programs for which the learner does not receive academic credit."

In a four-year program, things change. During the four years of the Adult Education Project, the Head Librarian has become the Library Director; the Emeline Fairbanks Memorial Library has, together with its four branches, become the Vigo County Public Library; and the Fairbanks Adult Education Committee has become the Adult Education Council. The writer's solution to this problem has been to use a single name for a group, institution, or position, even though a name or title changed during the four years.

Where this approach creates more confusion than it avoids, footnotes call attention to the change.

To ease the task of the readers, names and titles have been shortened when possible. Thus, the "Adult Education Project" becomes "the Project," the "Adult Education Specialist" becomes "the Specialist," and the "Emeline Fairbanks Memorial Library" becomes "the Fairbanks Library."

To avoid lengthy listings, sociological distinctions have not been strictly observed. Thus, "service to groups and agencies" is a convenient shorthand for "service to large groups, small groups, associations, organizations, governmental agencies, institutions..." and so forth.

THE DEVELOPMENT OF THE ADULT EDUCATION PROJECT

To begin this kind of report with a lengthy dissection and examination of the factors that determined the course of the Adult Education Project is tempting indeed. A list could be drawn up, consisting of such things as the effects of the personalities involved, the premises on which the project was based, the nature and history of the library and the community, and the effects of the kinds of resources available. Such an analysis would have to be based largely on enlightened intuition, with a certain amount of guesswork reinforcing the analysis at key points, but this would not make it the less interesting.

Indeed, in the course of the evaluation study, this kind of analysis has been going on, formally and informally. Looking back upon the history of the project has been enlightening at times, but blurred areas in the records as well as in human memory have been quickly discovered. Who first made certain key suggestions? The witnesses disagree. What made a course of action attractive? The minutes omit the deliberations which led to the decision. This is, of course, the historian's usual problem.

Day by day, the dissection and analysis will go on, partly because of the stimulus of this report and partly because a look into the past is almost a habitual first step in planning an institution's future activities and services.

For the purposes of this report, it is sufficient that enough history be related to give the reader a general understanding of the events that preceded the project and that took place during the project. In the interests of brevity, accuracy, and validity, then, this discussion of the project's development will be limited to three factors: the library's prior experience with library adult education, the relationship between the library staff and the Terre Haute Association for Adult Education, and the work of Mrs. Helen Lyman.

I

The LSCA Adult Education Project at the Emeline Fairbanks Memorial Library was, to a large degree, based upon the library staff's prior experience with library adult education. The date that one would pick to mark the beginning of this experience would, of course, depend on what one meant by "experience" and by "library adult education."

The year 1955 was often mentioned as a landmark year; this was the year in which the members of the Emeline Fairbanks Memorial Library Staff Association requested a part in the planning of the programs given in staff meetings. The interests and needs that led to this request formed fertile soil for the next development, which was to be the largest single factor shaping the staff's understanding of the meaning and practices of "adult education" in a library setting.

During this period, the members of the staff of the

Community Services in Adult Education Office[1] were at work in the State of Indiana developing projects and activities that would demonstrate that community institutions could, and should, become active in the kinds of adult education programs that would lead to both personal and community development.[2] Community institutions have at their disposal a certain number of people who are "present"; it is not necessary to draw them into the institution. Institutions have resources at their disposal: physical, human, and financial. They tend to be stable. Maintaining continuity of program is not as difficult as it is in a temporary grouping of people.

On the basis of these and other factors seen to be advantageous, the staff of the Community Services in Adult Education office developed pilot projects in various institutions in Indiana. During a three-year period, fifty projects were established in Indiana communities; most of the work was done in hospitals, libraries, and churches.

The pilot projects were designed to test the validity of the institutional approach. One of the outcomes of the study was a body of knowledge, skills, and resources which could be utilized in many institutional settings to aid in the development of effective adult education work.

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[1] At the time this work was begun, the office worked under the co-sponsorship of Indiana University and Purdue University. The staff members now comprise the Bureau of Studies in Adult Education of Indiana University.

[2] For a discussion of the "institutional approach to adult education," see Robert M. Smith and John McKinley, "An Institutional Approach to Adult Education in the Community," Adult Education, 6:25-32, Autumn, 1955.

As a part of this larger effort, then, Dr. Robert M. Smith, a member of the staff of the Community Services in Adult Education office, began to work (1956) with the Emeline Fairbanks Memorial Library as a consultant in adult education. His work involved pilot projects in in-service training in twenty Indiana libraries. The Indiana State Library, the Indiana Library Association, and the Indiana Library Trustees Association cooperated in the work.

The project's major goal was to change the libraries involved from acting as passive agencies of adult education to acting as active agencies of adult education.[3] Although the professional library journals were at that time printing many articles urging libraries to become active in adult education, few libraries in Indiana were responding. In trying to understand why this was so, staff members of the Community Services in Adult Education office felt that it could be at least partly explained by the fact that most librarians had little or no experience in adult education programs and lacked knowledge and skill in the arts of planning and providing adult education programs and services. Before they could work effectively as adult educators, these deficiencies had to be remedied.

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[3] For a discussion of the projects and for summaries of the findings, see Robert M. Smith, "In-Service Training for Adult Education," Library Journal, 81:146-147, January 15, 1956; "In-Service Training for Library Adult Education," Wilson Library Bulletin, 30:536-538, March, 1956; "The Indiana Study in Library Adult Education," Adult Education, 9:164-172, Spring, 1959.

Dr. Smith brought to the library a body of knowledge and skills. His purpose was to develop, together with the library staff, in-service training programs which would give staff members an opportunity to develop as adult educators; an important part of the in-service training was the provision of opportunities to practice what had been learned. Programs were prepared, presented, and evaluated. It was intended, as a part of the overall plan for the projects, that the consultant work intensively with the staff at the beginning and then, over a period of several years, gradually withdraw his aid as staff competence developed.

The pilot project in which the Fairbanks Library was involved also involved four nearby small town libraries, but the Fairbanks Library became the center of the project. As the in-service training program was developed, on a long term basis, its objectives were:[4]

1. Personal and professional growth
2. Better problem-solving

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[4] Smith, "The Indiana Study in Library Adult Education," p. 167.

3. Improved communication
4. Acceptance of responsibility for better library service

T-Group methods were used in the training of the entire staff, clerical and professional. Eight one-and-one-half-hour sessions were conducted by a trainer, providing training in the skills of group discussion for each small group of staff members. The topics discussed involved various areas of library philosophy and library adult education; the topics to be discussed were chosen by the participants, on the basis of common needs and interests.

It was hoped that these sessions would furnish the staff members with the kind of experience in adult education activities that would enable them to talk meaningfully about and, hopefully, promote library adult education. Secondly, it was hoped that the training sessions would give the staff sufficient information and skill in the principles and techniques of adult education to enable them to conduct more effectively their own staff programs and programs for the public. If the overall plan for the pilot project was successful, motivation for further in-service training and for library-sponsored programs for the public would emerge out of the combination of rewarding personal experiences in adult education and feelings of competence to conduct programs on the part of the staff.

As the program developed, committees composed of professional and clerical staff members worked to plan, conduct, and evaluate educational programs for staff and departmental meetings. The lessons learned through evaluation were put to use in improving these meetings.

The first of a series of annual Staff Institutes was held in 1959. Dr. Smith, along with two trainers, conducted a "Training Institute"[5] for the staff (the pages and custodians were not included as participants). The library was closed for two days for the Staff Institute, which was planned by a committee representative of the entire staff. The pattern of closing for two days for the Staff Institute continued for the next eight yearly Staff Institutes. In 1960, a second Staff Institute was conducted, with Dr. Smith serving as a consultant during the preliminary meetings of the Institute Planning Committee. The topic was "How to improve Emeline Fairbanks Memorial Library's program of guidance to students in the use of informational, educational, and recreational materials."

In the years that followed, Staff Institutes dealt with the following topics:

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[5] The "Training Institutes" which were held in Indiana libraries were later developed into "Indiana Plan Institutes," generally consisting of a week (or about forty-five hours) of participation and program planning training, conducted by qualified trainers. Only the first "Staff Institute" was a "Training Institute."

1961 - "Public Library Service in Vigo County"

1962 - "Planning for a New Library To Meet the Needs for Future Growth of the Emeline Fairbanks Memorial Library"

1963 - "The Regional Library"

1964 - "Emeline Fairbanks Memorial Library's Outreach--Branches and Bookmobiles"

1965 - "Quality Library Service"

1966 - "The Role of the Library in Society"

1967 - "What Can the Public Library Do When It Reaches a Plateau?"

1968 - "Voluntary Local Organizations--Five of Many"

A departure from the previous pattern of Staff Institutes was made in 1969, when the staff visited Indianapolis libraries. The library was closed for a single day.

In the early phases of the pilot project, the staff received participation training and program planning training from Dr. Smith and his staff. "Participation training," carried on in small discussion groups with the aid of one or two trainers, was designed to improve one's ability to learn in groups. It included a pattern for group discussion, the practicing of the roles of leader (and/or co-leader), observer, recorder, and participant, and some understanding of group processes. Stress was placed upon the gaining of personal insights, as well as insights into the nature of learning groups. "Program planning training," in this context, involved the development of skill in using a suggested six-step procedure for planning effective educational programs for adults:

1. Finding the interests and needs of the participants
2. Selecting topics (program content)
3. Setting goals
4. Selecting from available resources those to be used
5. Choosing the best methods and techniques
6. Outlining the program and assigning responsibilities (including evaluation)

Using this procedure, participants planned, conducted, and evaluated short adult education programs. The group was divided in half; each half served as the audience or participants for a program planned by the other half of the group. Adding to what was learned from the results of the evaluation of the first program, each smaller group planned a second, longer program, and the cycle was repeated. The number of practice programs depended somewhat on the time available. (This is the present pattern for participation and program planning training in Indiana Plan Institutes.)

The six-step planning procedure was used each year in planning the Staff Institutes and in the planning of staff programs during the year. In determining the topic for a Staff Institute, staff interests and needs were determined by a combination of interviews and questionnaires.

During the lifetime of the Adult Education Project, a seventh step, "Evaluate the program," was added to the original procedure. This addition made clear a function which was implicit in the original formulation.

Out of this experience in working with an "outside" adult education consultant, staff members gained new knowledge, new attitudes, and new skills. They became quite familiar with one approach to adult education and had, to varying degrees, skill in working within this approach.

II

A second factor which influenced the course of the Adult Education Project can be found in the relationship between the library staff and the Terre Haute Association for Adult Education, an association of lay persons who shared an interest in adult education. This group was established in 1956. It was not directly connected with the Emeline Fairbanks Memorial Library; however, a large part of the leadership for the group was furnished by members of the library staff. A relatively small group, consisting of fifteen to twenty members, the Terre Haute Association for Adult Education worked to promote adult education activities in the Terre Haute area and to aid its members to develop knowledge and skill in various facets of adult education.

Three Training Institutes in group discussion fundamentals (participation training) were conducted by the group for interested community citizens. Members of the Association also planned and conducted a program planner's institute and a publicity workshop. Five thousand copies of a news sheet, Adult Education, designed to promote adult education as an activity and as a philosophy, were published in August, 1958, and distributed to the public.

While the members of the Terre Haute Association for Adult Education did not experience great difficulty in discovering the kinds of community needs that could be met by educational programs, they did have difficulty in persuading community agencies and groups to develop educational programs for adults. Although they could see a need for literacy and basic education, for instance, the public schools were not interested in providing such services at this time, and other agencies could not be found that had sufficient interest and resources to develop them. The Association's members were lay people, not professional adult educators. Some of them joined the Association in the hope that they could learn how to get some or all of the groups of which they were members interested in adult education. They did not represent groups or agencies in any formal sense of representation; they were not empowered to commit the groups of which they were members to the support of any program that the Association planned and conducted. In short, the group did not have the power to accomplish many of the things they had hoped to accomplish.

However, as the years passed, many of the members of the Association moved into positions of responsibility in volunteer organizations and/or professional adult education work, work in which adult education in some form was a major component of their responsibility. In their new positions, these individuals were able to accomplish more than they had been able to do as "outsiders" who were merely interested in adult education, but they were still frustrated in their attempts to meet many of the larger needs that they saw in the community and in their own institution or organization.

The members of the Terre Haute Association for Adult Education, then, were potential contacts and allies in the community as the Adult Education Project began. These people were hopeful that the professional adult educator to be employed by the library would be able to help them accomplish many of the things that they had been unable to bring into being. They were used to working with the library staff, and they were aware of what was going on in the library, in their own agency, institution, or group, and in the community. During the life of the Project, the Terre Haute Association for Adult Education has become inactive, largely because the need for which it was formed is being met by other groups.

III

The third important factor that needs to be discussed is the work of Mrs. Helen Lyman. In designing the Adult Education Project, the writers of the proposal used Adult Education Activities in Public Libraries,[6] a survey of adult education activities in American public libraries sponsored by the American Library Association and conducted by Mrs. Helen Lyman.

One area covered in the survey was the kinds of skills needed by librarians who hoped to provide effective adult education services through the library. In the opinion of the librarians who were questioned, the skills in which expert knowledge was needed included these:[7]

1. "How to train leaders and members for group participation."
2. "How to find out scientifically what library adult education services your community wants."

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[6] Helen Lyman Smith, Adult Education Activities in Public Libraries, American Library Association, Chicago, 1954.

[7] Ibid., p. 62. These were the skills most often mentioned.

3. "How to organize and administer an adult education project."

4. "How to evaluate scientifically young adult and adult education services and activities."

5. "How to conduct forums, panels, demonstrations."

By adding an "Adult Education Specialist" to the staff, a person who held a doctorate in adult education, a resource for these and other skills could be made available to the library staff and to the community; as the library's services became more effective, informal adult education activities[8] in the community would become more effective. This was the basic premise of the proposal.

Helen Lyman agreed to serve as a consultant during the course of the Adult Education Project. She conferred and corresponded with the members of the library staff at intervals during the project, and she conducted the evaluation at the end on the Project's second year.

These were the three major factors that were operative in the period before the Project began, that had effects on the course of the Project, and that interacted to influence the development of the Project's goals. From the pilot project in in-service training came a philosophy of adult education that saw adult education as one means of individual and community development, familiarity with participation training and program planning training, an emphasis upon planning carefully to meet needs and interests, an emphasis upon the techniques which promote participation and personal involvement, and an emphasis upon participation by learners in all phases of adult education, including program planning and evaluation.

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[8] "Informal" here has the common meaning of non-credit learning experiences.

The library staff's experience in working with the Terre Haute Association for Adult Education contributed a knowledge of some of the citizens of the Terre Haute community who were sympathetic with adult education principles, with "contacts," and with a backlog of educational needs to be met.

The analysis of the findings reported in *Adult Education Activities in Public Libraries* provided a broadened view of library adult education, as well as a rationale for the addition of a doctorate-level adult educator to a public library staff. Continuing consultations with Dr. Helen Lyman provided reports of what was being done by other libraries working to provide adult education programs and activities, as well as advice and counsel on what could and should be done as the Project developed.

On April 12, 1965, the proposal to establish the

Adult Education Project was submitted by the Emeline Fairbanks Memorial Library to the Indiana State Library for consideration. The proposal requested a Library Services and Construction Act grant of $66,760. Under the terms outlined in the proposal, the grant would provide full LSCA support for the project's first two years, seventy-five per cent support for the third year, and fifty per cent support for the fourth year. The Fairbanks Library would provide twenty-five per cent support for the third year, fifty per cent support for the fourth year, and full support for the "Adult Education Office" at the end of the four-year grant. The funds would be used for the salaries of a doctorate-level "Adult Education Specialist" and of a clerk-typist, for equipment and supplies, for remodeling costs, and for travel expenses.

The writers of the proposal recognized that all of the members of a library staff carry at least some responsibility for adult education; they did not attempt to make the Adult Education Specialist responsible for all of the adult education done by the library. Instead, they attempted to outline a division of responsibility.

For instance, the Specialist was to be responsible for the provision of training courses in group discussion techniques. On the basis of his background and training, he was to direct and share in continuing study of the community's adult education needs and resources. In addition to these and other areas of direct responsibility, he would be expected to provide the kind of advice and suggestions that would be helpful to the other members of the staff, as they worked to carry out their own adult education responsibilities. His advice was to be available to any library committee or staff person whose duties involved the education of adults in any way.

A revision of the proposal, submitted on May 3, 1965, requested that a total of $2500 be added to the grant to cover the expense of an evaluation at the end of the second year and a final review and evaluation of the close of the Project (the end of the fourth year). Under the terms of the revised proposal, continuance of the Project was made dependent upon the results of the two-year evaluation.

After additional letters, consultations, and meetings, the Project was approved to receive LSCA funds, the Adult Education Specialist was hired,[9] and the work of the "Adult Education Office" was underway in September, 1965. In addition to the Adult Education Specialist and the clerk-typist, an "Information Services Librarian" shared in the work of the Adult Education Office, giving assistance in gathering information and materials, in the planning of staff education activities, and in other areas of the Office's work. Originally, she divided her time equally between the Adult Services Department and the Adult Education Office. By March, 1966, she was working three-fourths time in the Adult Education Office.

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[9] The man who was hired for this position had completed his course work for the doctorate with a major in adult education.

Plans were made in March, 1966, to relate the Project to the organizational structure of the library. A "Fairbanks Adult Education Committee" had been formed in 1957 with the assistance of Dr. Smith. The members of this committee were chosen to represent broadly the library staff. The committee worked to integrate the various phases of the library's adult education program, to define goals, to evaluate what was being done, and to suggest new areas of programming. In 1964, the membership of this committee included the head librarian, the department heads, the president and program committee chairman of the Emeline Fairbanks Memorial Library Staff Association, the chairman of the Staff Institute Planning Committee, and one member or more selected by the Fairbanks Adult Education Committee. By this time the work of the committee had expanded to include the study of the needs and interests of the library staff and library patrons. The Adult Education Specialist was made a member of the Fairbanks Adult Education Committee, and the division of responsibility between the Specialist and the committee was outlined. The Adult Education Committee was to help identify needs, to initiate and sponsor adult education activities for the library staff and library patrons, and to act as an advisory committee for the work of the Project. The Adult Education Specialist was given responsibility for carrying on work of the Adult Education Office. In practice, this meant the work of program planning, counseling, training, and coordinating the efforts of the community groups with which he worked.

The Citizens' Advisory Committee Organization[10] was formed in April, 1966. This group of about fifteen citizens, representing such groups as the Indiana State University, the Vigo County Public Schools - Adult Education Division, the YWCA, the Chamber of Commerce, the League of Women Voters, the American Association of University Women, and others, worked with the library in discovering ways in which the effectiveness of the library's work in the community could be increased. Those who attended the meetings of the Advisory Committee were people who could give advice and help both in terms of their group's needs and in terms of the needs of the Terre Haute community.

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[10] The name of this group was changed in 1967 to "Citizens' Advisory Committee on Library Services." The latter name will be used in the remainder of this report.

The Adult Education Specialist left the library staff to take another position in 1968. Efforts to obtain the services of another person qualified to fill the Specialist position were not successful. For the last year of the project, the Information Services Librarian and the clerk-typist have conducted the work of the department.

SOURCES OF INFORMATION

Information for the evaluation and the report was gathered from the following sources:

1. A survey of the written reports of the Adult Education Office,[11]
2. A survey of the minutes of the Fairbanks Adult Education Committee, the Terre Haute Association for Adult Education, the Staff Institute Planning Committee, and the file of minutes of groups in which the Adult Education Specialist participated on a regular basis,
3. Twenty-five interviews with representatives of community groups in which the Adult Education Specialist was active,
4. Meetings with the present members of the Adult Education Council of the Vigo County Public Library,
5. A meeting and subsequent discussions with members of the library staff who were members of the former Fairbanks Adult Education Committee,
6. Informal conversations with members of the Emeline Fairbanks staff,

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[11] The name of the Adult Education Office was changed to "Group Services Department" in 1968, to avoid confusion with the public school adult education program.

7. Questionnaires sent to members of the staffs of the libraries outside of Terre Haute in which the Adult Education Specialist had conducted participation and/or program planning training as a part of his responsibilities,
8. Questionnaires sent to members of community groups who had received participation training and/or program planning, and
9. A questionnaire sent to all of the present members of the Vigo County Public Library's clerical and professional staff.

The reader will discover that no great effort has been made to support the conclusions of this report with figures. The figures which are cited are cited as clues, not as being representations of statistically significant differences. The conclusions are based upon a pooling of personal and professional judgments. Indeed, the interview schedule and the covering letter for the questionnaire made it clear that the respondent's "professional judgment" was being sought.

This approach may be frustrating to some readers, but, in this case, it appears to the researcher to be the only realistic approach, and to be at the same time the most useful approach.

THE ADULT EDUCATION PROJECT: GOALS AND ACHIEVEMENTS

The classic evaluation study is an examination of the extent to which the activity or program in question has been able to achieve its goals. To do this with regard to the Adult Education Project is difficult. Quite properly, the members of the library staff and its consultants have been at work developing, refining, and changing the goals of the project in order to bring them into congruence with what was needed. There are, then, many "official" lists of goals available, developed during the Project's lifetime.

The Project was proposed as an experiment to

> . . . discover to what extent the informal adult education activities in a community can be expanded and improved by adding a professional adult educator (Adult Education Specialist) to a public library which has an active informal adult education program carried on by library staff members who have some adult education training and experience.

Ideally, then, the evaluation should reveal the extent to which expansion and improvement took place. There are, however, no baselines as to what existed in the community at the beginning of the Project; the activities of the Project staff made up only a portion of the influence upon informal adult education activities in Terre Haute.

Rather than trying to reduce the effects of what was done to numbers and figures, which would in too many cases be essentially meaningless, the researcher has chosen to furnish the reader with samples of what was done in the effort to carry out the Project's goals. The discussion is carried on within a framework of the list of goals for the Project formulated in 1966 by the Specialist and the consultant to outline the activities to be carried on in an attempt to meet the single goal of the proposal. It was noted at the time that this list would be of aid to those who would try to evaluate what was done.

Hopefully, this type of report will encourage the reader to formulate his own estimate of the extent to which expansion and improvement took place and will serve to show what kind of activities can be done in library adult education.

Specific Goals: What was Done

I. Development and Extension of Services

A. Planning

To survey the interests and needs of individuals, groups, and organizations within the community.

To survey the adult educational programs and resources in existence in the community and area.

The first of these two goals is the kind of activity that is, ideally at least, never completed. Efforts to discover needs and interests were made by the members of the Adult Education Department and the other members of the library's staff throughout the life of the Project.

The two-year evaluation report made by Helen Lyman[12] recommended that "A self-study of the community and the library by the staff and with the help of other resource persons in the community and the University[13] faculty be made," (and that the program for the last two years in the project be determined on the basis of long range objectives set on the basis of an analysis of the study's findings). Such study has been carried out, not through the library's own formal sample survey, but through a combination of the examination of data gathered by other community agencies and intensive personal contacts and conversations regarding community needs.

Since the Project took place in a library which had been active in adult education for some time, it was able to proceed in its initial stages on the basis of previously discovered and explored areas of need. Through informal contacts with members of various groups, through analysis of the requests for help that came to the Adult Education Specialist and other staff members, and through attendance and observation at the meetings of many community groups, additional needs were discovered.

The library has for some time been a member of the Vigo County Co-ordinating Council, a community organization consisting of representatives from over fifty community groups and agencies, who work together to gather information on community needs, to evaluate existing programs and services, and to plan and encourage support for programs carefully designed to meet community needs. Membership in this group and participation in its meetings and in its committee work helped in the development of an understanding of some of the needs of the whole community that could be met through library services, including adult education services. The members of the Advisory Committee on Library Services contributed additional information to the effort to discover needs.

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[12] See Appendix.

[13] Indiana State University

Surveying the existing adult education programs and resources in the community and area was a project in which the Terre Haute Association for Adult Education had expressed some interest throughout the years of its existence, and the library had felt that such a survey would be useful. The survey, however, had not been made.

The need for such a survey and its value for the community and the library were easily demonstrated. Some community groups with common needs, interests, and goals were largely or completely unaware of one another's work. Beyond the simple educational value of listing what was available in some detail, the survey would have value to those who were trying to set program priorities;

they could be more fully aware in many areas of community interest and need of what was already being done and by whom. The survey would encourage cooperation, coordination, and co-sponsorship and would help those who were trying to build larger support for adult education programs. As the survey was initiated and conducted by the library, it became clear that the kind of knowledge gained in the survey would help the library staff to call resources, old and new, to the attention of those groups most likely to need them and thus to encourage the use of the library's resources.

In order to find new possibilities for resources and to keep the information regarding officers and programs up to date, a careful search through the available community and organizational newspapers has been made. A speaker's file has been developed and maintained so that groups making inquiries can be referred to potential speakers.

B. Informing

To bring to the attention of adults the educational resources of the community and the library.

To stimulate use of library materials and resources.

To recommend and/or assemble displays and exhibits.

Dissemination of the knowledge of groups and resources that had been gained was accomplished through the use of three new library publications. The *Directory of Voluntary Clubs and Organizations*, a listing of almost 400 groups and their presidents, has been widely used. In addition to the names of the groups and their presidents, it contains a page of information about the public library and the adult education services it offers, a cross-index, and a list of films, pamphlets, and books that would be helpful in improving group meetings and programs. The Directory is revised annually; the 1969 edition contains 444 entries.

The second publication, the *Program Resource Handbook*, brought together the findings regarding adult education resources. A first edition of 250 copies, containing 69 entries, and a second edition of 1100 copies, containing 118 entries, have been distributed to interested persons and groups in the community. The first edition was compiled and published by the Terre Haute Association for Adult Education and the library; the second edition was compiled and published by the library. Program committees that use this publication for ideas tend to end with educational programs since, with several exceptions, all of the resources are educational in nature.

Both editions of the *Program Resource Handbook* included a page that described the six-step planning procedure (evaluation was included as a seventh, separate step in the second edition). In addition to the clarification of the planning procedure and the increase in the number of entries, the second edition was made more helpful by the inclusion of a list of organizations offering tours, a list of organizations furnishing meeting rooms, and a page outlining the services available at the library.

Program Planner's Bulletin, the third publication of the Project staff, is a newsletter designed to present resources not listed in the Program Resource Handbook, that is, new and newly "discovered" resources. It also includes information concerning various facets of program planning, including "hints" to aid in the development of better programs.

Attendance at planning committee meetings of various community groups and organizations was one of the major activities of the Adult Education Specialist. This meant that he was able to present possible resources to the planning group at the appropriate stage in the planning process. He also called and wrote members of various groups concerning resources that had become available at the library so that they could be obtained and examined for possible usefulness to the group. Representatives of various groups have been called upon to meet as film screening committees, giving their advice to the library regarding possible purchase of audio-visual materials. These people were chosen on the basis of their group's possible interest in the materials and of their expertise in the area of the film's subject. People in the community who are working in adult basic education have been invited to come to book displays at the library and to give their advice regarding purchase of the books.

Displays of books and other library materials have been taken from the library to many group meetings. A procedure has been worked out whereby the display materials are checked out to a responsible member of the group. A number of "permission cards" is included with the display. People interested in reading or using the materials displayed can check them out directly from the display by signing their names and addresses on the permission cards. This allows citizens who do not have a library card to check out materials and use them. The group member responsible for the display returns the remaining materials and the signed permission cards to the library. Experience has proved this to be more effective than distributing resource lists and asking people to come to the library at some future date to obtain materials.

A question on the interview schedule dealt with the degree to which the group and/or individual's use of library resources had been stimulated by contacts and work with members of the Adult Education Office staff. The most frequent answer was that the given group had "discovered" the audio-visual resources available at the public library. For the most part, they were surprised to find that the public library maintained a collection of useful films. They were impressed by the growing number of educational films that have been added to the collection during the four years of the Adult Education Project.

The usefulness of the audio-visual resources is greatly enhanced by the fact that the library has 16mm sound projectors, 8mm projectors, slide projectors, and screens available for loan. This equipment was purchased through a Library Services and Construction Act grant in 1968.

Many of those interviewed also stated that they had "discovered" the reference services of the library; they found out that the library staff members would gather materials to answer their questions. This has led to calls requesting research and information in specific need and problem areas, calls made by people who had let questions go unanswered in the past because they did not want to go to the trouble or because they did not have the skills that research requires. They reported that they "didn't know that the library did that kind of thing."

A third relevant finding from the interviews was that many of those questioned did not feel that they had increased their use of the library's materials (although they used the library's human resources to a greater degree), but they felt that the members of their group had made such increases. Their common answer to the question "Why didn't your use of materials increase?" was, in one form or another, "I don't have the time." This was perhaps to be expected since the people who were interviewed were "leaders." Some held high offices in community groups; some did not, but they served in leadership roles in one or more organizations. It is possible that these community leaders were already reading at an optimum level for their needs; as the interest of group members was stimulated, their use of library materials increased.

The leaders felt themselves to be hard pressed for time; as their use of the library's human resources increased, they perhaps saved both reading and researching time. Several commented, somewhat guiltily, that they were at the library less but that they called the library more often or that they had discussions with library staff members at meetings, at lunch, or upon other occasions.

C. Advising and Counseling

> To provide counseling for individuals and adult educational agencies and organizations.
>
> To assist persons and groups in the community to be aware of the resources in the public library as well as other community resources.
>
> To advise and counsel librarians and community adult education groups on programs, materials, methods, and evaluation in the field of adult education.

The Adult Education Specialist was able, throughout the life of the Project, to help develop and improve programs in many different groups. For those groups that were willing to invest the effort involved in participation in training programs, the advice and counsel of the Specialist was largely a matter of reinforcing what had been learned, and of aiding in the fine points of learning and planning. In those groups in which training was, for practical purposes, impossible or unacceptable, the Specialist did some teaching of the basics in each meeting that he attended, bringing out principles and information as they were needed and as the group became ready to accept them.

One of the lasting effects of both training and counseling has been the acceptance, on the part of many groups and leaders, of the philosophy that community groups and institutions have an educative function. This philosophy maintains that community citizens and community groups have a responsibility for community development and community welfare that they cannot honorably or safely ignore. All human groups are composed of citizens, according to this point of view. Social groups, fraternal groups, educational groups, service groups, hobby groups, and, yes, minority groups...all have responsibilities to the larger society beyond the group. This philosophy, then, suggests that groups should seek to plan programs of education that meet the needs and interests of their members and that will help ultimately, as their members work, to meet the needs of the community and the larger society. Programs of entertainment are, according to this point of view, not evil; they are not enough.

The degree to which this philosophy has been retained by any given person or group depends to some extent on the amount of counsel the Specialist was able to give and on the duration of his relationship with the group. In some cases, leaders have taken this philosophy into other groups themselves, after learning the basic principles from the Specialist; his efforts have thus been multiplied.

The group representatives interviewed reported that the most useful counsel provided by the Specialist was in the areas of group process and planning procedure. When the group was wandering in their discussion, he was often able to provide some insight into the reasons why they were wandering. When the members of a planning group were not in real agreement on program goals, did not realize this, and wanted to proceed with planning, he was able to stop them and to help them to see their lack of agreement. He helped groups learn how to review what had been said and what had been done. He was often able to serve both as a participant, contributing his own ideas, and as a trainer, stepping into the role without announcing what he was doing. He acted as an invited observer at meetings of various groups, contributing the findings of his observations to the leaders (and often to the whole group), together with his suggestions for improvements.

Community groups and agencies that used the consultant services of the Adult Education Specialist included these:

The Terre Haute Chamber of Commerce
Visqueen Division, Ethyl Corporation
Vigo County Recreation Committee
Vigo County Co-ordinating Council
Senior Citizens Center, Incorporated
Neighborhood Youth Corps, OEO
Adult Education Committee, Community Action Program
United Campus Christian Fellowship
Vigo County School Corporation, Division of Adult
  Education

The Gary Public Library and the Evansville Public Library also used the consultant services of the Adult Education Specialist.

During the Project's first year, the Adult Education Office reported work with 60 groups or agencies, with a total of approximately 2,769 people served. The second year of the project involved service to 71 groups and agencies serving 3,624 persons. The third year saw an increase in service, with 95 groups and agencies, 4,800 persons receiving benefits from the work of the Adult Education Office. During the third year, the service to 95 groups and agencies involved active participation in 410 meetings in various roles.

The counseling work of the Adult Education Specialist can be illustrated by brief descriptions of a few of his consultations. For instance, his work with the Adult Education Division of the Vigo County Public School Corporation involved advice and support for a proposal seeking a federal grant to establish a program of adult basic education in Terre Haute and aid in developing a handbook for teachers in the basic education program.

The work with the Sisters of Providence, a religious teaching order whose national headquarters is located at St. Mary-of-the-Woods College, just outside Terre Haute, involved, in the first stage (January, 1967), participation and program planning training for a small group of nuns. On the basis of their satisfaction with this work, he was asked to serve as a consultant in the planning of a summer Renewal Program for the entire order (700 people). According to the plans of the order, the program was to deal with group dynamics as they relate to teaching, learning, and supervision. Forty-five discussion leaders were trained, and advice was given regarding appropriate techniques, as well as general advice for all phases of the planning and carrying out of each phase of the week-long educational program.

Many interesting changes resulted from the summer meeting. Group discussion is now being used as the basic technique in meetings in many of the convents from which the participants in the original training came. The principles of adult learning are being applied in many high school and college classes as a result of what was learned by the participants. Interestingly enough, some of the adult education techniques were taught later by one of the participants to teaching nuns in Formosa as a part of a class in "Methods of Teaching Chemistry." One of the nuns who participated is presently using the principles of good group discussion that she learned in her work - teaching a grade school social studies class, and she is very happy with the results.

The success of the program given for the entire order led, in turn, to a request from the Sisters of Providence that the Specialist assist in a subsequent program for Superiors, who came from all over the world to discuss the implications of the renewal program. The Specialist participated in this meeting, presenting the group discussion technique and assisting in the training of group leaders.

Several members of the Vigo County Co-ordinating Council reported that the Specialist helped the group to learn how to deal with controversial issues in an effective manner. One member reported an opinion that the group was less able to deal with controversy in his absence.

At some point in the interview, generally during their comments on the last question which was a request for comments or judgments that had not been elicited by previous questions, many respondents talked at some length about the fact that they had never fully understood what an "adult educator" is. Although they had learned many things about the day to day activities of the Specialist through their work with him, they still found it difficult to describe to others what the library was offering to groups in the person of the adult educator. Although they were satisfied with the service, often highly satisfied, and wanted to promote and recommend it, they found it difficult to explain "adult educator" to other people.

These people went on to cite as a basic factor limiting the acceptance and use of the Specialist's services the fact that most people were unaware of the skills that he had to offer. They were also unfamiliar with the meaning of "participation training" and "program planning training" and found it therefore difficult to see that such training could be valuable to them and to their groups or agencies. Those who discussed this matter felt that the library should have made more extensive and intensive efforts to explain the exact nature of the services being offered through the Adult Education Project.

Indeed, the term "adult education" proved to be something of a handicap to the Specialist. Many members of the community equated "adult education" with the type of evening program offered by the public schools. They saw no connection between that type of program, involving teachers, texts, and classes, and the activities of their groups. Many people saw no connection, in the early phases of the Project, between "adult education" and their attempts to solve some of the community's problems. Some people made no connection between the library and efforts to solve personal, group, institutional, or community problems.

To avoid confusion and to encourage the use of adult education services, the name of the department was changed in 1968 to the "Group Services Department." This was recognized as a compromise and as a slight shift in purpose, but it was basically an attempt to find a meaningful, attractive name, not an attempt to change purpose or goals.

In their responses to the library staff questionnaire, one-third of the members of the Vigo County Public Library's professional staff[14] reported that they had been helped by the Group Services Department to improve their provision of such services as reading guidance, book talks, advising groups, and representing the library. (Not all professional staff members provided such services.) This help came in the form of informal consultation and conversation, as well as through the organized programs of in-service training. Insight into the psychological make-up of the adult patron has been helpful in promoting the use of the library services.

D. Doing (Plans, organizes, administers, maintains program)

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[14] Seven persons out of twenty-one answering.

To recommend and arrange for book reviews, library talks, and library material programs.

To offer educational activities and library programs through which citizens may be more freely informed in order to meet responsibilities in their personal and civic lives.

To coordinate library programs and sponsor joint activities with other adult educational agencies and organizations.

To utilize adult education services to emphasize a special subject.

To emphasize and concentrate library's adult educational services for the benefit of a special interest group.

To initiate, direct, and participate in continuing studies of and research in adult education needs and resources of the community.

Because of the belief, stated earlier, that the most effective way to reach and teach adults is through community groups and agencies and because of resource limitations, the library offers few programs under its own sponsorship. When one-meeting or short-term programs to meet educational needs have been planned, the library has worked through co-sponsorship. The adult education services of the library are directed toward helping community groups and agencies achieve their goals more effectively. The Adult Education Specialist did work in the planning and conducting of two adult education programs offered by the library - Distaff Discussions (a program for mothers whose children are participating in the story hour) and Great Books. Major responsibility for conducting the programs was, however, carried by other members of the library staff.

Many co-sponsored programs were conducted during the term of the Project. Experience showed that the Adult Education Specialist was in an ideal position to initiate such programs. As a representative of a neutral educational institution, he was able to call together representatives of groups that held common interests with comparative ease. On the basis of the evidence gathered in the search for group and community needs, people were persuaded to consider cooperation in planning and offering adult education programs.

It should be noted that the "neutrality" of the library was not always easy to maintain. As the Specialist began to be more and more accepted into full membership in the groups with which he worked, several of them asked that he accept executive positions; he was forced to decline most of them on the grounds that they endangered his position as a neutral resource person. Individuals were reported to have become upset with the stress made upon non-partisan reporting of all sides of various issues; they longed for some degree of passion from the Specialist toward the goals of the group that he was helping.

Several illustrations of the process involved in the development of co-sponsored activities may be helpful. One such program, "Tuning in the Other Generation," is illustrative of the library's effort to make "co-sponsorship" mean more than a group simply allowing its name to be used in publicity. The program, consisting of six sessions, was developed by a planning committee and conducted for eighth and ninth grade children and their parents. It began with the discovery of a need in an informal conversation and with the verification of the need through other contacts in the community, including the Citizen's Advisory Committee. Work to meet the need (better family communication) was carried on through the formation of a short-term planning group, called the Steering Committee on Family Life Education. The group consisted of people who were interested in the problems of family communications and who possessed helpful information and skills. The program was given under the sponsorship of the library, the Family Life Department of Indiana State University, the Adult and Child Guidance Clinic, Community Action Program, Family Service Association, YWCA, Visiting Nurse Association, and the Vigo County Medical Association. Representatives of these groups shared in the work of planning. The program was a success; it was repeated a second time for a new group of parents and children.

The Specialist was able to help the members of this group to work together productively, even though they had diverse philosophical approaches to education, to the nature of the problem, and to its solution. As a "specialist" with a broad background, the adult educator was used to using eclectic approaches to the solving of human problems, and he was able to help in coordinating the various disciplines represented on the committee. He was able to assist in the development of a consensus regarding the nature of the need and the kind of educational program that would be beneficial to the participants.

At the present time, work is being conducted to help prepare a sex-education program to be offered through several Terre Haute churches. The first step has been directed toward the discovery of the needs and interests of the teenagers who will be involved. This work is an outgrowth of the work that has been conducted for the past four years with the ministers, education departments, and youth sponsors of many Terre Haute churches.

In 1966, the Specialist provided aid in an experiment conducted by the Department of Child Care and Guidance of Indiana State University, in an effort to solve a problem reported by teachers being trained for work in Operation Head Start. The teachers were having difficulties in establishing relationships with teachers' aides and with the parents of the children in their classes. A two-hour program was conducted, and some progress in establishing relationships with both the teachers' aides and the parents was reported by the trainees, although they still felt discomfort in home visits.

The staff of the Adult Education Office took the initiative in the work that led to the establishment of the Church Librarians Association of Vigo County. On the basis of their determination that such an association would meet some community and institutional needs, the staff invited church librarians from Vigo County to attend a meeting at the library. Thirty people attended the initial meeting. Two more meetings were conducted; participants at the meetings volunteered to do the program planning necessary for the following meeting. At the third meeting, the group selected officers.

The Church Librarians Association sponsored a one-day workshop for church librarians. The workshop was attended by about sixty people. As the Church Librarians Association progressed, the Adult Education Office staff gradually withdrew from leadership responsibilities to the provision of consultant services in the planning of programs. Although the group presently has officers, it is no longer holding meetings. Its members provide consultation services for church librarians.

Research was planned as an activity of the fourth year of the project. Unfortunately, the Specialist left the program at the end of three years; a replacement could not be secured. The search for resources and the search for areas of community need in which the library can render service is, and has been, an on-going activity on the part of the library staff, including the staff of the Group

Services Department. Librarians are, however, generally limited to the discovery of felt needs; these needs come to the attention of the staff because individuals or groups are encountering problems or because problems are arising in the life of the community.

Because of his training in adult psychology and his experience in the use of diagnostic procedures, the Specialist was able to accept and deal with felt needs as they were presented to him and to work to discover "real needs," that is, to discover deeper, unrecognized needs, of which felt needs are often symptomatic. He also aided staff members to gain insight into possible "real needs." In this way, programs and counsel would be directed toward the meeting of the actual, fundamental causes of the problems reported.

II. Training

A. Library In-service Training

To determine the interest and needs of the library personnel in order to offer the appropriate training programs.

To provide orientation program for new staff.

To provide training courses for library personnel locally and in other libraries in program planning and discussion techniques.

To provide opportunities, beginning and advanced, for staff training in specialized services for adults.

Some insight into the needs and interests of the members of the library staff was gained as the Specialist met with the staff committees that planned staff meeting programs and the annual Staff Institute. Informal conversations contributed other insights into interests and needs. The files of the department contained the report on one interest-finder questionnaire that attempted to discover the subject and skill areas in which the "staff would like to increase their knowledge."

The Specialist did not "provide" an orientation program; he did help in the planning of the present program, which is divided into several stages. On the first day of employment, the necessary paperwork is completed, and the new employee is taken on a tour of the building and introduced to the library personnel. In the first week of employment, the new staff member receives information concerning the Staff Association. In the early days of employment, the library's objectives, history, organization, finances, policies, and opportunities for advancement are explained by the library director or by a department head. During the second through the fifth months of employment, the new employee is given an orientation to the work of the various library departments.

Until recently, new members of the staff have received participation and program planning. This part of the orientation and in-service training program has been suspended while the library has been seeking a new Adult Education

Specialist.

It was decided at the beginning of the Project that the Specialist would spend up to 25 per cent of his time giving counsel and conducting training sessions in other Indiana libraries. During the first three years of the Project, training in program planning was given to staff members of the Indiana State Library, the Evansville Public Library, the Lake County Public Library, and members of the Western Indiana Librarians Association. Participation training was given to members of the staffs of the Indiana State Library, the Gary Public Library, and the Lake County Public Library. Supervisory training was given to Indiana State Library staff members.

The questionnaire sent to participants in the training programs asked if the training "made any significant differences in the way in which your library conducts its adult program?" The replies from the State Library participants (12 questionnaires returned out of 21 sent) pointed out that the Indiana State Library program of adult education is limited to staff development programs. However, the techniques of group discussion learned in the training sessions are being used in meetings of several of the divisional staffs. The participants felt that the training had resulted in an improvement of communications skills, including listening, and a larger degree of willingness to seek the opinions of others in the group. The training also led to increased efforts to involve the clerical staff, as well as the professional staff, in the planning of library activities. Disappointment was expressed regarding the fact that the training was not part of a long-term program and has not been followed up.

The responses from the questionnaires sent to participants from the Lake County Public Library indicated that no community adult education programs are conducted by the library. The training was offered to staff members in an effort to help them improve their ability to communicate, to help them understand the points of view of fellow staff members, and to help them participate in group learning and planning sessions with greater skill and confidence. As is the case in the Indiana State Library, the training has changed the way in which staff meetings are conducted. Currently, co-leaders, an observer, and a recorder are used to make meetings more efficient and effective. Different group members volunteer for the roles each month. This method was also used in meetings which planned a workshop for library pages. Respondents also indicated their judgment that such training needs to be part of a long-range program, with brush-up and advanced training being offered on a regular basis.

Only four questionnaires were returned by participants in the training conducted at the Gary Public Library. (14 people participated in the training.) The respondents indicated that two programs of discussion training have been sponsored for community groups as an outgrowth of the staff training. A second result of the training has been an increase in the involvement of both professional and non-professional staff members in portions of library programming. The six-step program planning procedure is being used in Young Adult work (grades 7-12) with modifications made according to the size and age of the group doing the planning. A Teen Council, composed of young people representing the area's junior and senior high schools, works with the Young Adult Department in planning three Teen Nights each month.

Courses of program planning and participation training have been conducted for the Vigo County Public Library staff, as well as other library staffs. The cumulative adult education training received to date by the present clerical and professional staff is represented in Table 1.

TABLE 1. ADULT EDUCATION TRAINING RECEIVED BY MEMBERS OF THE VIGO COUNTY PUBLIC LIBRARY STAFF

	Professional Staff	Clerical Staff
Training with Dr. R. Smith, Indiana Plan Institute, Participation and Program Planning	3	0
Training with Dr. R. Smith Indiana Plan Institute	1	0
Training with Dr. R. Smith Participation and Program Planning	3	3
Indiana Plan Institute Participation and Program Planning	5	0
Participation and Program Planning	5	8
Participation Training	2	4
Other	1	0
No Adult Education Training	1	6
Total Response (This information was gathered through a staff questionnaire)	21	21

This table reflects the higher turnover in clerical staff; many of the members of the clerical staff who received training with Dr. Robert Smith have left the library. Indiana Plan Institute training,[15] the equivalent of advanced, intensive training, has been given to professional staff members and to the Staff Association program chairman and the Staff Institute program chairman (whether or not the program chairmen are professional or clerical employees). Four of the six members of the clerical staff without any adult education training had been members of the staff for eight months or less at the time of their questionnaire completion.

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[15] The members of the staff go to Indiana University, Bloomington, Indiana, for this training. The Indiana Plan Institute should not be confused with the annual two-day Staff Institute.

In an effort to determine the extent to which the staff members had been trained in the techniques of adult education, staff members were asked to check the education techniques that they felt they understood "well enough to explain them accurately to a patron who is interested in using them." The six techniques more frequently checked, in the order of frequency, are given in Table 2.

TABLE 2. STAFF UNDERSTANDING OF ADULT EDUCATION TECHNIQUES

Professional Staff (21 replies)		Clerical Staff (21 replies)	
Group Discussion	19	Group Discussion	13
Speech	17	Speech	11
Panel	17	Panel	11
Interview	17	Interview	10
Colloquy	14	Colloquy	10

Group discussion is the basic technique used in participation training; it is not surprising that it is the most widely understood technique. The average number of techniques checked by professional staff members was 7.2; the average number checked by members of the clerical staff was

3.9.

Staff members were asked to note their reaction to a statement that was a basic assumption in the Helen Lyman Smith[16] study: "The Public Library is a major educational institution with responsibilities to help adults to learn." Their responses are given in Table 3.

TABLE 3. VIGO COUNTY PUBLIC LIBRARY STAFF'S UNDERSTANDING OF THE PUBLIC LIBRARY AS A "MAJOR EDUCATIONAL INSTITUTION"

"The Public Library is a major educational institution with responsibilities to help adults to learn."		
	Professional Staff (21 replies)	Clerical Staff (21 replies)
Strongly agree	6	3
Agree	8	7
Undecided	5	5
Disagree	2	3
Strongly disagree	0	2
No answer	0	1
	21	21

The table shows that more than half of the professional staff agrees with the statement; almost half of the clerical staff agrees with the statement. The amount of adult education training received and the length of employment at the Emeline Fairbanks Library make little difference in the answer given. New clerical employees scattered across the scale; several of the long-term professional employees were undecided.

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[16] Smith, loc. cit., p. xii.

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Many of the people who answered this question objected to words or phrases within it. For some, the library is not a "major" educational institution. For others, it is not an "educational institution"; the comments made by these people seem to indicate their view to be that "educational institution" involves classes, complete with pupils and teachers. Several comments were made expressing disagreement with the phrase "with responsibilities to help adults to learn":

> "HOWEVER, THE ADULT HAS TO WANT TO LEARN" (Clerical staff, undecided)
>
> "Formal classes, etc." (Professional staff, expressed disagreement with this phrase)
>
> "This statement bothers me." (Professional staff, undecided, underlined this phrase)

Commenting on the questionnaire in informal conversations, several staff members made the point that "librarians are not teachers." They also pointed out that large numbers of the library's adult patrons are not coming for education; they look to the library as a source of recreational or entertainment materials.

Although only about a third of the participants in the Lake County and Indiana State training groups replied, it is interesting to compare their reactions to the same question. Their responses are shown in Table 4.

TABLE 4 ACCEPTANCE OF THE LIBRARY AS A "MAJOR EDUCATIONAL INSTITUTION" BY LAKE COUNTY AND INDIANA STATE LIBRARY STAFF MEMBERS WHO HAVE RECEIVED ADULT EDUCATION TRAINING

"The Public Library is a major educational institution, with responsibilities to help adults to learn."

	Lake County Library	Indiana State Library
Strongly agree	0	6
Agree	7	3
Undecided	0	0
Disagree	2	0
Strongly disagree	0	1
No answer	0	0
	9	10

The members of the Lake County Library staff who replied did not seem to find the statement objectionable; they generally support it, although without great passion. State Library staff respondents exhibit more enthusiastic support. Several explanatory comments were added to the check:

> "This is now more true than before, since the recent disruption in the universities. The Library is in itself the best means of adult education, and has been for many years." (Agree)
>
> "Do not feel that librarian is teacher, or need be, but plays major role in both formal and informal education process." (Agree)
>
> "This is the role of school and college, and libraries should not encroach on this. While the public library supplements educational institutions, it has a major responsibility to those individuals who want to use or enjoy the collection in their own way, and are not interested in a structured program." (Strongly disagree)

It was pointed out in the historical background section of this report that the training aspects of the project were designed to meet the needs found in Adult Education Activities in Public Libraries:[17]

> The skills mentioned most frequently in which expert knowledge was needed were: how to train leaders and members for group participation, how to find out scientifically what library adult education activities your community wants, how to organize and administer an adult education program, how to evaluate scientifically young adult and adult education services and activities, and how to conduct forums, panels, demonstrations.

Training in group participation and training in the skills of conducting adult education programs ("Forums, panels, and demonstrations") were the major emphases in the training programs offered, both in Fairbanks staff training and the training in other libraries. Some aid was given in the areas of finding needs and interests, organization and administration, and evaluation, but these were secondary aspects of the training.

Emeline Fairbanks Library has for some time provided funds for two members of the staff to attend an Indiana Plan Institute conducted at Bloomington, Indiana, each year. This week-long training institute is the major advanced training opportunity for staff members. Training in specialized services for adults was provided through meetings of the

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[17] Smith, Adult Education Activities in Public Libraries, p. 62.

Fairbanks Adult Education Committee meetings, staff meetings, and attendance at various meetings and institutes.

B. Community Training Programs

> To provide training courses in program planning and discussion techniques for community agencies and organizations.
>
> To provide opportunities for training volunteers in specialized services for adults.
>
> To develop coordinated training programs with other agencies.

Training in program planning was given in many groups and organizations such as these:

The Second Baptist Church
Central Christian Church
Senior Citizens, Inc.
P. T. A. Council
Trinity Lutheran Church
Mayor's Civic Improvement Committee
Sisters of Providence
Tuesday Morning Ministers' Breakfast

Churches and church groups were frequent users of the services of the Adult Education Specialist, who had been a minister and was familiar with the programs and needs of churches.

Those who were contacted for interviews regarding the effects of program planning training in their group generally reported that their group does not use the planning procedure taught in the training sessions as a routine part of program planning meetings. The lasting effects of the training are not to be seen in terms of groups forming the habit of using this procedure. In the kind of voluntary groups in which the training was given, there are too many changes in the personnel involved in program planning for habits to be formed, unless brush-up or retraining is done each year. When asked "Do you still use the program planning procedure you learned in your training to plan your programs?", those interviewed usually answered "No, but..." and went on to give an account of lasting effects. The effects cited in the interviews were the following:

1. A new understanding of the given group's responsibility to engage in adult education - to go beyond programs of entertainment at their meetings.
2. A new starting point for planning: the interests and needs of the potential participants, and a desire to discover those interests and needs.
3. Greater willingness to look for a variety of resources.
4. A desire to secure the participation of the learners in the planning and evaluation of programs.
5. An appreciation of the importance of evaluation.
6. Greater skill adapting packaged programs to the needs of the local group.
7. A more or less continuous effort to examine the goals and objectives of the group, in order to formulate goals for particular programs more adequately.

Several interviewees reported that planning in their group goes through cycles. That is, they plan carefully for a time, and things go rather well. On the basis of their success, they spend less time and care in planning, and the effectiveness of programs begins to decrease. Realizing this, they put extra effort into planning, and effectiveness increases again. The net result of the cycle is an appreciation of the value of what they learned in program planning training.

The lasting effects of the program planning training that was offered, then, are to be seen in terms of new approaches and new appreciations, as well as new skills. The relatively rigid application of the planning procedure has continued in those groups in which national materials (or state materials) advocate the same procedure or one similar to it.

Several group leaders who were interviewed reported that the training was given to their groups at just the right time, a time when the group was having trouble of some kind or was faced with a task of program planning that they realized was beyond their skill. Other group leaders interviewed said that they could see the need for a second training program or that they could see the need for an initial program, but they had been unable to persuade their group that they should devote their time to this kind of training.

Much of the work done in program planning training was done on a consultant basis. The reports list many occasions when the Specialist met with a leader or with a small planning committee. Such meetings were occasions in which some training in philosophy, techniques, and skills was done. Groups that received this kind of minimal training included the following:

- Chamber of Commerce
- Parents Without Partners
- Home Demonstration Club
- Community Mental Health Program
- Health and Welfare Council
- Council on Crime and Delinquency
- Office of Economic Opportunity Personnel
- Vigo County Co-ordinating Council
- Senior Citizens, Inc.
- YWCA
- United Fund
- Neighborhood Youth Corps
- City of Terre Haute, Department of Redevelopment
- Breden Memorial Evangelical United Brethren Church
- Christus Victor Lutheran Church
- United Campus Christian Fellowship
- Vigo County School Corporation, Division of Adult Education

Participation training was not as widely given in the community as program planning training. A series of sessions was held at the Christus Victor Lutheran Church; the series developed out of Great Books discussions. Another series was held for members of the Sisters of Providence order; the results of this training have been recorded in the earlier pages of this report.

No evidence was found of the development of coordinated training programs with other agencies.

III. Knowledge and experience

To evaluate the adult education program in terms of functions, objectives, and goals.

To maintain records and statistical data.

To report program development and activities.

To evaluate specific programs.

To share the findings and experiences with other Libraries in the State and Nation.

An evaluation of the Adult Education Project was made at the end of the first two years of its life. (See Appendix) The report and evaluation was made by Mrs. Helen Lyman, who had acted as a consultant for the project during the two year period, and who continued to act as a consultant through the final two years.

The present report is the final evaluation of the Project; it attempts to evaluate the programs conducted in terms of functions, objectives, and goals.

Records and statistical data concerning the project are not complete; they grow less complete in the second two years of the project. A large amount of information concerning a few programs is present in the files, but the data on most of the programs are confined to the name of the person or group, a date, and the type of service offered. Since the name of all the groups served was not preserved, it is not possible to examine the kinds of services used by different kinds of groups or to draw a random sample representative of the entire population of people or groups served in any one year.

Reports on program development and activities were made to the Head Librarian, on a monthly basis, and to the

Library Board, on a yearly basis. In both cases, the reports were meant to be summaries of highlights and major activities and directions.

Under a new system of departmental reporting, instituted in 1968, reports became attempts to measure the total output of each library department. A study of the planning-programming-budgeting system developed by Rand Corporation provided the basis for the new techniques. In working with the system, department personnel record each service that they perform on a form that lists all of the department's services. A comment regarding the name of the group served or the person requesting help is given on a separate sheet in some departments where this information is useful. No effort is made, however, to note the amount of aid and the exact kind of aid given to the patron or group.

An article, "The Gauntlet is Down," was published in the December, 1967, issue of Focus on Indiana Libraries. It presented a discussion of adult education in the public library and a brief report of the early work done at the Fairbanks Library.[18] A second article written by the Community Resources Librarian (the title "Information Services Librarian" was changed to "Community Resources Librarian" in 1968) was published in the June, 1969, issue of Focus on Indiana Libraries. The article summarized the department's experiences in surveying community resources for adult education and disseminating the results. Information regarding program planning aid given to groups, including program planning training, was also included.[19]

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[18] Jimmy Tinkle, "The Gauntlet is Down," Focus on Indiana Libraries, 21:148-150, December, 1967.

Evaluation sheets were usually used in adult education programs in which the Specialist shared responsibility for planning. Generally, they consisted of a checklist (or several checklists) and one or more questions inviting comment from the participant. Many were evidently discarded after the program; summaries and copies remain in the records in some cases. The evaluation sheets extant follow a common pattern: very favorable reactions on the checklists, with minor suggestions for changes in the comments section. The plea for "more time," repeated again and again suggests interest and involvement. No attempt was made to evaluate a program with some kind of experimental design (or, if the attempt was made, it was not recorded or reported).

The extent to which the findings and experiences of the Project will be "shared", as called for in the final goal in this section, is impossible to determine precisely. Certainly, rather extensive personal reporting of what has been learned has taken place as members of the Adult Education Office staff and the library staff have discussed what is being done and what has been learned with fellow library workers at various meetings. The articles previously mentioned constitute a partial report to Indiana librarians.

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[19] Genevieve Reisner, "Survey and Serve," Focus on Indiana Libraries, 23:58-60, June, 1969.

Through the medium of the two evaluation reports, and possible future publications, what has been learned will be brought to the attention of those who can profit from such knowledge.

CONCLUSIONS

To review, the overall goal of the Project, as stated in the original proposal, was this:

> ...to discover to what extent the informal adult education activities in a community can be expanded and improved by adding a professional adult educator (Adult Education Specialist) to a public library which has an active informal adult education program carried on by library staff members who have some adult education training and experience.

To answer the question "Have the informal adult education activities in the Terre Haute area been expanded and improved by the addition of a professional adult educator to the public library staff?" is relatively simple. Both expansion and improvement, traceable to the work of Adult Education Project personnel, have taken place. This can be seen both in the work in which they participated directly and in the many instances in which they aided their fellow staff members to carry out their adult education responsibilities.

Indeed, the expansion and improvement was not limited to informal adult education activities, that is, non-credit activities. Consultation aid was given to some people involved in formal programs, such as the Division of Adult Education of the Vigo County School Corporation and members of the faculty of Indiana State University. This aid resulted in expansion and improvement of formal adult education programs, although the amount of expansion and improvement was probably smaller than the total influence on informal programs. Some of the changes that have come about through the services of the Adult Education Office can be summarized as follows:

1. Many community groups have been helped to see and to accept responsibility for the provision of educational programs of high quality for their members.

2. Many individuals within the community have been trained in the skills of program planning; they have an increased ability to determine needs, to determine goals, to bring resources to bear on problems, and to increase participation and learning.

3. Group and community leaders have been exposed to the possibilities of good educational programs; they now have personal experience of what can be accomplished.

4. Group and community leaders and program participants have gained experience in the skills of working together in learning groups; they have improved their ability to learn in such groups.

5. Expansion of the informal adult education programs

available in the community has come about as a result of the Specialist's initiative in calling together people who share an interest in meeting community needs.

6. Improvement of informal adult education programs has come about as the people who have learned through participation in training programs and/or consultation with the Specialist have taken what they have learned into the various groups of which they are members and have applied it.

7. With the help of the professional adult educator, informal adult education programs have been improved, as planners have been urged to analyze needs, to shape goals carefully, to use a variety of techniques, and to evaluate. The counsel of the Specialist was seldom completely ignored; his participation and advice made a difference.

8. Members of the library staffs involved in the training programs conducted gained insights into the ideas of their co-workers, into the nature of adult education, and into the nature of the adult learner. Each of these insights has resulted in improved performance in their various library jobs.

9. People interested in adult education programs to

meet the needs of the Terre Haute community have been helped to accomplish some things which were not possible without the help of a professional adult educator. They have profited from their contacts with the Specialist as they have worked out their own programs.

10. A collection of books, magazines, pamphlets, and films in the area of adult education has been added to the community's resources.

11. Community adult education programs have been improved through the utilization of the collection of printed, recorded, and filmed resources gathered to support community programs. The program of basic education, for instance, has profited from the library's collection of books for the beginning adult reader.

RECOMMENDATIONS

I

It is recommended that the Vigo County Public Library staff members continue in their efforts to determine the nature of and the future courses for the library's adult education activities and services.

The minutes of a recent meeting of the library's Adult Education Council report that this kind of discussion was tabled because the discussion kept circling back to a discussion of the question "What is a library?". The answer to this question is indeed basic to the pursuit of the question of the nature and future course of all the library's activities, including the provision of adult education services. Implicit in the question of "What is a library?" are questions of the library's responsibilities. Librarians in the Vigo County Public Library as well as in the other libraries that have shared in these adult education activities have been moved to raise questions regarding the matter of whether or not the taxpayers, the supporters of the library, include in their understanding of "the public library" the provision of adult education services. Questions have been raised regarding the degree to which librarians can and/or should engage in promoting behavioral change, with the view of eventual community betterment as the result of such changes.

Libraries are evidently comfortable with what has been called in this report and elsewhere a passive role in adult education. Carefully to collect, preserve, and make available resources to self-directed learners appear to be highly acceptable, if not almost definitive, library services. Serious questions, however, arise when librarians are asked to accept the responsibility of acting as change agents in society.

Adult education involves _planned efforts to change people_. This is the net result of "planned efforts to change behavior." Education is intended to make a difference. Many librarians question whether they and their fellow professionals have the time, the skills, or the right to engage in such efforts. To be called upon to assume active, aggressive educational roles disturbs them deeply.

The discovery that librarians are reluctant to accept responsibilities to act as change agents in society is not a new one. In his article summarizing the findings of the Indiana Study in Library Adult Education, Dr. Robert Smith noted this:

> Despite the fact that the library regards itself as an educational agency, it is relatively difficult to stimulate library personnel to accept active responsibility for adult education.[20]

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[20] "The Indiana Study in Library Adult Education," _Adult Education_, 9:172, Spring, 1959.

In a study of the attitudes of library supervisory personnel in Michigan toward library adult education, Penland concluded this:

> The most revealing generalization that can be made from this study is that there is a great deal of confusion in the minds of librarians over what it is they are attempting to do. As a whole, the librarians who responded seem to be inadequately motivated for the prosecution of their educational function in contemporary society. Their attitudes are not sufficiently dynamic in orientation toward implementing change, either in the library program or through individuals.
>
> It is evident from the rating scale analysis that the opinions of those librarians, as a group, do not keep pace with professional theory. When asked in the questionnaire single questions which overtly relate to official objectives, the majority of replies were made in conformity with official pronouncements. But when probed further about the applicability of official objectives to local library service to the community, it becomes obvious that the practice of library adult education does not really flow from these objectives.[21]

The kind of problems apparent in libraries at the time of Dr. Smith's pilot projects - the distance between what professional library standards and journal article writers say and what librarians feel is their proper function and role - are still visible. Part of this distance is almost certainly due to a kind of cultural lag mechanism; part of the distance can be explained by the common gap between theory and what can be done, what people are ready to accept.

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[21] Patrick R. Penland, The Image of Public Library Adult Education as Reflected in the Opinions of Public Library Supervisory Staff Members in the Public Libraries of Michigan Serving Populations over 25,000, Dissertation, the University of Michigan, 1960, pp. 197-198.

There are undoubtedly other factors at work; they vary from person to person, library to library, community to community. Consideration of their nature would be helpful in answering questions such as "What is a library?" and "What kind of adult education services will this library offer?"

Members of the Vigo County Public Library staff who have worked in the library for some time are certainly aware of the reluctance-to-accept-active-roles-in-adult-education phenomenon. They have been working to overcome such reluctance for a good many years; they have to a significant degree succeeded in their effort.

At least three possibilities can be discussed in this area.

1. It is possible that the theorists and philosophers are wrong. It may be true that the proper role of the library should be provider-of-resources, that more active roles properly belong to other community institutions.

2. It is possible that the library has gone as far into the assumption of active roles as is practical. The best course of action, then, is to maintain the provision of the present kinds of services, at the present level, with or without efforts to prepare the way for future growth and change.

3. It is possible that major efforts should be made to deal with the factors and needs that are blocking growth and change in the library's adult education services. This may be the educational need of highest priority.

One of the questions on the staff questionnaire asked for a statement of the goal of the library in the respondent's own words. The stated purpose of this library reads thusly:

> To acquire, house, and make available a wide range of library materials selected to meet the needs and interests of individuals, groups, and organizations of Vigo County, and to disseminate these materials through programs and services designed to promote maximum use of resources.[22]

In furnishing this statement, half of the professional staff members gave a paraphrase of this stated purpose or attached a copy of it to the questionnaire. Members of the clerical staff, on the other hand, used this statement or phrases from it in only five replies. Clerical staff members made lists of goals, in most cases, and it was in their statements that phrases like "To help make our community a better place to live," "To educate," and "To serve as an educational center for the community" occurred. Some members of both parts of the staff added other goals to their citation of all or part of the official goal.

In the purpose of the library, cited above, the activities of the library are rather tightly limited, in practice at least, to meeting the felt needs and stated interests of groups and individual patrons, that is, to giving the people who contact the library the materials and services for which they ask.

Certainly, meeting these felt needs is important. In a tax-supported institution, a lack of careful concern in the meeting of such needs can result in a lowering of the level of public support, including financial support. There are, however, needs in the lives of individuals and groups of which they are not aware and of which they may not become aware unless they are helped to perceive them. In the relationships between library staff members and patrons, the meeting of felt needs can be used as a first step toward establishing a long-term relationship within which adults can be helped to learn.

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[22] Staff Manual, (1969) Vigo County Public Library, p. 9.

Perhaps an illustration will help make this point clearer. The terminology commonly in use, "felt needs" versus "real needs," is unfortunate. Suppose that a given patron feels a need to escape from the realities of life's burdens and prescribes for himself a steady diet of escapist fare. Television and modern fiction will provide him an abundance of such fare. If the librarian simply acts to help him find spy and detective stories, week after week, year after year, is the librarian providing adequate service? Is this not similar to the action of the physician who treats symptoms without attacking the cause of the disease? The need to escape (the patron would not phrase it in these terms, of course) would be for this person a "symptomatic need."

In practical terms, then, the librarian can work to meet felt needs and to meet needs of which persons and groups are not aware,[23] or he can choose to omit the second step in this process. However, since felt needs are so often only those needs that have survived filtration through psychological defense mechanisms, to be content with meeting only these needs is to be content with a status quo, at best. To work in both areas is to promote personal growth and health.

The last part of the library's purpose cited earlier, "to disseminate these materials through programs and services designed to promote maximum use of resources," has implications for the library's educational programming. Through library-sponsored meetings and through staff contacts with individuals and groups, community citizens can be made more aware of the extent of the library's resources and the library's willingness to help them. Efforts can perhaps be made to help patrons or potential patrons develop their reading, research, and learning skills. Most difficult of all, but perhaps most important of all, the library can work to promote the attitude that lifelong learning is basic to personal and social health. Programs of this kind would develop increased community support; they would be widely supported by staff members.

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[23] It may or may not be important that the person or group is consciously aware of the need and its nature, that it be "felt."

In their questionnaire replies and in conversations and discussions, librarians and the leaders of some groups have shown a reluctance to "impose my value judgments on others." However, they state freely that people _should_ use the library, that people _should_ come to the meeting that they have planned, and that people _should_ become more informed and concerned about social problems and issues. One hopes that librarians can learn to consider themselves part of the resources offered by the library. On the basis of their education and experience, each librarian mediates between the patron and the library's resources. In consulting the librarian, the patron is asking for advice and guidance, based upon the professional's knowledge and experience. Certainly, librarians should be aware of their limitations, but they should be careful of over-caution in limiting their carrying out of their advisory and educational responsibilities.

While the Vigo County Public Library has a single goal, this goal is broken down into sub-objectives. These could, in turn, be further broken down for purposes of clarity and definition. All this is to say that the public library is, in fact, an agency with more than one purpose.

"Library Adult Education" is a convenient phrase; it designates a large area of library service. In practice, it points to a lump; the substance of the activity has illdefined edges. In dealing with the future course of "library adult education" in the Vigo County Public Library, the writer would suggest that the discussion take the form of decisions regarding the assumption of specific roles and functions on the part of the library.

The library has an obvious and an almost unique role of providing resources. The library also has co-ordinating and educational roles that are shaped by its nature as a neutral educational agency. Some roles and functions "belong" to the library by definition; other roles and functions are the library's by choice, by a choice to extend the common definition of "library" and "library service."

On the basis of a listing of possible adult education functions and roles, choices can be made to determine what can and should be done. If the library should be doing something that it presently cannot do, steps can be taken to prepare library staff members to give the service in question or to gather resources for the task.

The provision of participation training and program planning training forms a convenient illustration for this library. Should these services be provided by the library? At the present time, they cannot be. They form one means of developing useful skills; they are not the only means. A yes/no decision on this function in the near future is important. Such decisions will keep coming up in the life of the library, of course.

II

It is recommended that the library staff attempt to reach a consensus on a statement concerning the ultimate objectives of the library and that planned, integrated efforts to reach those objectives be made.

The information gathered during the course of this study has pointed out that such a consensus would be very helpful. The present statement of purpose for the library lacks a statement of the *ultimate* objectives of the library. Exactly what, in precise, measurable, attainable terms, is the library trying to accomplish through its efforts? Is it trying to develop well-informed, responsible citizens? Is it trying to help individuals and groups reach their potential? Is it trying to develop good reading habits, or the habit of good reading? Is it trying to develop self-directed adult learners? Is it trying to develop all of these and more?

Such formulations of a philosophy of library service would form invaluable guides for the development of services and programs. When one's goal is more clearly understood and well-defined, then the choice of means is at least somewhat simplified.

Of course, the library's staff is large; reaching a consensus will be difficult, and, as attempts are made to define the objectives more and more sharply, consensus will become more and more difficult. The key point is that without such a formulation of ultimate objectives, the activities of any institution tend to become scattered, unfocused, and static. The work involved in this examination of ultimate objectives can provide an impetus toward careful evaluation, toward more clearly defined goals, and toward experiments and innovations.

This ground has been covered in this library before, of course. However, staff changes and community changes make this a continuing process. A statement of ultimate library objectives, for which staff members can and will accept personal responsibility, could be both useful and exciting for the staff.

III

It is recommended that the library make a larger effort to measure objectively the effectiveness of its adult education services and the adult educational programs in which it participates.

The evaluation study has required a repeated asking of the question "How well does it work?" and a frequent answer "We don't know." or "We don't have any records." (The new system of reporting will improve this situation.)

While the objective methods available for evaluation are limited, they are helpful. Brief don't-sign-your-name, mark-it-yourself "tests" to determine what has been learned can be used in ways that are relatively non-threatening to adults, and they can provide an estimate of the program's effectiveness. In an effort to determine changes made as a result of the program, brief attitude scales can be used at the beginning and end of long-term programs.

Some system to determine the effectiveness of book talks, booklists, newspaper book reviews, displays, and other promotional activities can be devised. Of course, not all instances of such service need be evaluated. Such work would provide an estimate of effectiveness; efforts could be made to develop more effective approaches.

IV

It is recommended that the library continue to offer participation and program planning training to individuals and groups in the community and to library staff members.

The community support for the library that this activity has gained would almost be enough to justify it as a program. Beyond this, this training has proved to be very helpful in expanding and improving the adult education programs of many groups, including the library. It also provides such "fringe benefits" as improved communications skills and insights into the dynamics of learning in groups.

If another adult educator is not added to the staff, training can be done by developing one or two certified

Indiana Plan trainers from the present library staff and then by making training part of their responsibility. These people can reinforce and add to what has been accomplished in the library and in the community. Without brush-up training, what has been accomplished will be lost.

Consultation with the Bureau of Studies will reveal whether it will be possible to develop certified trainers reasonably soon. Certification by the Bureau of Studies in Adult Education or by some other institution developing trainers should be regarded as the minimum requirements for anyone doing group training in learning group skills.

V

It is recommended that the efforts presently being made to discover needs and resources be continued and that the library continue to disseminate information and suggestions to program planners and community leaders.

Efforts to understand the nature of the community, the community's needs, and the community's resources are vital to good community service. Efforts should be made to continue to secure and analyze information that community groups and agencies have gathered about Vigo County. It is possible that resource persons can be secured from Indiana State University to aid in this task. The task should be a continuing one, necessarily done in small pieces, over long periods of time. As the library sets long-term goals, ultimate objectives, and priorities, it is likely that subgroups within the population of the community can and should be selected for study.

"Study," as used here, should go far beyond facts and figures. It has consisted and should consist, to a large degree, of personal contacts and careful personal observation on the part of all of the library's staff members. Staff members should be encouraged to share with their fellow staff members what they have learned through such means.

VI

It is recommended that the objectives and responsibilities of the Group Services Department be re-examined, since it is presently functioning without an Adult Education Specialist, and that priorities for service be established.

Two comments frequently made during the interviews are relevant here: "He always helped, he never said 'no'" and "He was spread out too thin; he had to cover the whole waterfront." The willingness always to be available gained some community support for the library; the work on what some community leaders considered to be minor projects, at the expense of major projects, aroused resentment in several cases.

Adult education activities are characteristically time-consuming. The personnel of the department need sufficient time to give high-quality service to those groups that they undertake to aid.

It is always tempting to subtract what a given individual knows from all that is known and to talk about all that he doesn't know as being educational needs on his part. This is hardly realistic; one needs to know what the person needs to know soon, what he needs to know someday, and what is useless for him to know. Priorities should be set on the basic of judgments concerning the relative importance of the educational needs discovered or presented.

VII

If the studies of the library's purpose and ultimate objectives are made, if studies of community needs are made, and if they warrant it, it is recommended that the library try to acquire the services of another professional adult educator. This recommendation is based upon the following considerations:

a. Although mistakes were made and difficulties were encountered, the addition of the Adult Education Specialist to the library's staff resulted in important improvements in existing adult education programs provided by community groups and agencies and in the expansion of the opportunities to learn available to adults in the Terre Haute community.

b. Educational needs can be seen in terms of major, intermediate, and minor needs. Meeting the major needs of adults is sufficiently difficult to require the work of highly educated and experienced specialists. Even then the best that can be done is to improve the batting average.

c. A large number of the adult education opportunities available to adults in Terre Haute are more concerned with interests than needs. There is ample room for the public library to aid in the expansion of the programs available through community groups and institutions. The public school adult education program and the opportunities offered by the Indiana State University reach relatively small segments of the population. Informal programs reach more people, but they can be much improved in quality. A lack of interest on the part of many Terre Haute citizens toward adult education, in almost any form, is symptomatic of their perception that the programs have no connection with their needs and interests.

d. Although any librarian can, with sufficient training, do an adequate job of participation and program planning training, their effectiveness in dealing with many other aspects of the theory and practice of adult education is limited. A librarian is also limited in the degree to which he or she can teach and lead other librarians to carry out their common responsibilities for adult education service. The kinds of aid and the kinds of insight which can be provided only by a professional adult educator have been experienced by many community leaders and community groups. They are now troubled by what has to be the diminished effectiveness of the Group Services Department.

e. The Vigo County Public Library has a long history of experimentation and innovation in the field of library adult education; it has come a long way. To stop this experimentation, unless forced to do so, would waste a much-needed opportunity to continue development in this field. A responsibility to the profession, as well as to the community, is involved.

f. Research in library adult education, adult learning, and the utilization of the various media of communications in the learning process is very much needed. Circumstances prevented such research in this project. The relationships that have been established with both Indiana State University and Indiana University, together with what has been done, offer a good deal of promise for meaningful research. To conduct such research requires the aid of someone trained in research methods.

g. Finally, it appears that the library is the community institution most likely to have the financial resources to engage an adult educator. The public schools do not have them, and it appears that Indiana State University does not have them either.

APPENDIX

MEMORANDUM

To: Mrs. Betty Martin
Acting Librarian
Emeline Fairbanks Memorial Library
Terre Haute, Indiana

From: Mrs. Helen H. Lyman
Evaluator of the Adult Education Report
University of Wisconsin Library School

Subject: The Adult Education Project at the Emeline Fairbanks Memorial Library, Terre Haute, Indiana: A Report and Evaluation

December 1967

The Adult Education Project at the Emeline Fairbanks Memorial Library, Terre Haute, Indiana:

A Report and Evaluation

by Helen E. Lyman

The Emeline Fairbanks Memorial Library Adult Education Project is "a four year experiment" under a grant from the Library Services and Construction Act by the Indiana State Library, "to discover to what extent the informal adult education activities in a community can be expanded and improved by adding a professional adult educator (Adult Education Specialist) to a public library which has an active informal adult education program carried on by staff members who have some adult education training and experience."

A review and critical scrutiny of this experimental program during the first two years of its development, July 1, 1965 to June 30, 1967, show that the library initiated significant services for vital adult education agencies and groups as well as individuals, demonstrated unmistakably a contribution to community needs, and stimulated a new awareness of the public library's adult education function by the adult educators and adults. The leadership and direction given by the Director and the Library Board directly influenced the success of the program and the development of library resources. The strong support of the Indiana State Library through advice and funds, of course, made the Project possible.

In two years the Project experiment in adult education at the Fairbanks Library has moved forward with remarkable dispatch and effect. An overview of the Project seems clearly to demonstrate the effective contribution a public library can make to the education of adults in its community with focus on adult services and the utilization of the skills and knowledge of an adult educator, the readers' adviser, and the special talents of staff members.

The Project shows that the Fairbanks Library:

--is experimenting successfully by adding an adult educator to the staff:

--has initiated an adult education program with a potential of real breadth and depth:

--meets some of the actual needs of adult education agencies and organizations through a coordinated and cooperative program:

--initiates new ways to provide educational reading guidance services and materials to adults;

--creates useful material necessary to meet needs effectively, e.g., handbook of resources, program planning bulletin;

--takes leadership in working with other agencies and organizations:

--finds new ways to identify urgent community issues and to plan cooperation: demonstrates the strong supportive role of the library;

--offers a much needed training program in group principles and practices for community agencies and institutions, particularly the agencies of adult education, churches, and other libraries;

--extends to the state library and other public libraries of the region and state a counseling and training program conducted by the adult educator;

--gains valuable knowledge of administrative problems and their solutions within the organization of an adult education program;

--is building internal relationships and cooperation while integrating the adult education office and staff into the total library structure;

--is acquiring and assembling experience and knowledge which should prove valuable to public libraries in Indiana and the United States.

It is in these ways the Fairbanks Library begins to meet the primary objectives stated in the Library Policy #23 on October 22, 1966 as (1) develop and extend the library's service to adults in the community; (2) provide continuing education for library personnel and community leaders through training programs; and (3) gain knowledge and experience of value to future planning in the community, state and nation.

The responsibilities of the adult education specialist and information services librarian were defined in the Policy as the Library's adult education program and the training of library staff, the administration of advisory and training services to other Indiana libraries, including the State Library. Work has been accomplished in each area.

Three strong influences appear in the background of the Adult Education Project and continue to be important: (1) the Indiana University demonstration in which adult education procedures were related to public library activities; (2) the American Library Association 1952-53 national survey of adult education activities in the United States which defined public library adult educational activities; and (3) the interest and training in adult education principles and practice of librarians. Special activities such as book discussion programs, book talks for groups, program planning for clubs, and reading lists were begun in 1953 under the leadership and direction of the Director.

Administration

An administrative structure has been developed which permits channels of communication between the library and the community and within the library. The Director of the Indiana State Library, the Fairbanks Board of Trustees, and Library Director drew up the proposal and set objectives for the experiment. With the addition of the Adult Education Specialist to the staff, September, 1965, the lay personnel for the development of a program of adult services was made possible. The next step was the organization of the adult education office with part time assistant librarian and secretary. In the two-year period the demands and growth of the work necessitated a full time assistant and enlarged space.

Particularly significant are the two advisory groups, the Citizen's Advisory Committee and the Adult Education Committee which maintain liaison with the community and staff and provide valuable guidance to the program and the staff.

The evaluator of the program acts as consultant and counsels as well as helps in assessing developments and solving problems.

The structure has been flexible and adjusted to make possible closer cooperation between the adult education staff and the regular staff. It seems important to have the specialist participate in department head meetings and policy decisions.

Library Collection

The library collection has been strengthened in several areas with special emphasis on building a professional collection in adult education for the library staff and the adult educators in Terre Haute; special materials, both books and films, in such subject areas as literacy, sex education, urban problems, show close attention to special needs and other agency requests.

Two important publications are New Program Planner's Bulletin and Program Resource Handbook.

Consultant Work

The Adult Education Specialist has made contacts and advised many groups through his participation in meetings and workshops, in consultations and advisory discussions, through leadership and program planning, and conducting of training programs and institutes. Statistics on numbers are impressive.

In the first year, 2,769 persons were reached through 60 groups. A friendly direct dialogue has been established with other agencies, e.g. churches, schools, civic groups.

The training programs have had special attention, and an unusual number of programs for community groups and for staff development have been conducted by the adult educator. Three factors appear to account for the success of this part of the program: (1) the adult education specialist's skill in training, (2) the previous Indiana University demonstrations in adult education, and (3) the real need in the community which is being filled.

The adult educators in other institutions and agencies have learned of many ways the library can serve them through advisory services of the specialist in adult education, by supplying books, films, and reading lists, and in training staff in discussion and participation leadership principles and techniques.

The Terre Haute community has profited greatly, it would seem, through this Library Adult Education Project. In June 1967, the members of the Citizens' Advisory Committee were quick to point out the benefits and to demonstrate a new understanding of library adult services in their suggestions for ways the library might serve further the community.

Reading Guidance

With the support and organization of the Adult Education Office, reading guidance service has been improved and extended:

-- book lists and book displays were prepared for various community groups and new opportunities were provided for displays at their meetings;

-- a more flexible system for facilitating group use has been established on borrowing privileges;

-- general interest lists and individual reading guides for special interests were compiled and frequently annotated and distributed;

-- more attractive, more legible printing was possible for lists and other publications because of improved modern equipment;

-- library procedures and communication devices were developed to meet varied interests and to extend services.

In 1966, booklists and displays were prepared for over 24 groups with varied subject interests. Frequently, other agencies with adult education programs were supplied with materials, books and films. The groups served included Y.W.C.A., League of Women Voters, Council of Churches, Governors' Conference.

Over 35 reading guides in the form of booklists were compiled and distributed in some quantity to appropriate organizations. Several were revised and reissued. With an adult education staff such a service could be provided quickly at the time of immediate need, and the special knowledge of the entire staff drawn upon. The format and printing improved noticeably with the use of new equipment.

Subjects represent a wide range of interests and age group appeal from Baby in the Family to Retirement Ahead. Reading suggestions are for various groups in the community; the businessman, housewife, minister, church member, college-bound student. Materials on current problems include: books, films and special studies on senior citizens, poverty and affluence, the city, sex education, religion, politics, child behavior.

The experiment is, I think, most important for its demonstration of what can be accomplished under such a plan and with staff and resources. It is of importance to Terre Haute and is significant also to public library development in Indiana and the nation.

Many problems have been met and solved. A library has strengthened its service to the people of the city and is finding new ways to reach them.

"The man from the library" is making a real impression. In turn, the other adult education agencies and individuals working with them are advisers to the library. More and more each recognizes the other's potential. New cooperative activities are developed.

The next step is the study of the community and the assessment of resources within and outside the library. The facts learned in such a study will generate new ideas, and the adult education services will be extended. Any new program might be evaluated through a joint effort with Indiana University.

Service to community agencies and organizations, training programs, and cooperative activities have been the major emphases of the program. The extent of the program and apparent influence of the library seem to be quite remarkable in relation to the limited two-year period. It is doubtless due to the sound foundation of the existing adult education program and staff training and experience in adult education principles and philosophy and to the energetic professional work of the adult education specialist.

The real test will come in the future. The next two years should be used to strengthen the internal organization, broaden the educational activities and contacts with new groups, based on priorities established through a community study. A self study with library staff and adult education organizations in Terre Haute would be the first step.

To assure success the adult educational program of the library must be integrated within the entire system and activities fully coordinated internally. Continuity, consistent support, constant effort, and adequate resources are necessary.

It is recommended that:

1. a self study of the community and library by the staff and with the help of other resource persons in the community and the University faculty be made;
2. the program for the next several years be decided upon on the basis of the study and priorities be set;
3. that the Board of Trustees consider the above

findings and determine a policy long range objectives to assure the men and women of Terre Haute of opportunities for continuing lifelong education;

4. the position of adult educator specialist be maintained and additional professional staff time be added to support the activities and demands stimulated and initiated;

5. an evaluation of the effect of the Adult Education Project on individuals and the community be made in a specific, carefully structural plan using focused interview to determine what the adult population of Terre Haute thinks about the services and to evaluate the impact of the Project.